**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: Day 7 of Task 1 |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:** **Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item ponding Unit Task:** | | |
| **Essential Question(s):**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Classroom supply items such as pencils or glue sticks, models of ones, tens and hundreds blocks, copies of the school store inventory sheet and the inventory investigation part 1 sheet** | | **Student:**  **Pencils, 2 crayons, math journals** | | | **Task**  **Inventory**  **Skip count**  **Ones**  **Fives**  **Tens**  **Hundreds**  **Explain**  **Grouping**  **Sets** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2**  **Count within a 1,000; skip count by 5’s, 10’s, and 100’s** | | | | | |
| **I Can Statement(s):**  **I can skip count by 2s, 5s, 10s and 100s.**  **I can skip count from a given number to 1000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Play Cherry Pie skip counting game. | | | | | |
| **Teacher Directed:**  **Teacher will review how to skip count from a given number using 2s, 5s, 10s and 100s to 1000 using classroom supply items as a model.** | | | | | |
| **Guided Practice:**  **Teacher will display hundreds blocks, tens blocks and ones blocks and ask the students to orally skip count the blocks.** | | | | | |
| **Independent Practice:**  **Teacher will distribute copies of the School Store Inventory sheet and the Inventory Investigation Part 1 to the students. Students will work independently to complete the assessment.** | | | | | |
| **Closing/Summarizing Strategy:**  **Teacher will collect assessments when students are finished.**  **Teacher will use the activity called Stars In One Minute from the book Introducing Place Value- Grade 2. In this activity, students are asked to draw in their math journal as many stars as possible in a one minute time period. When the minute is up, students will count and circle groups of 5 stars with one color of crayon. Repeat the counting using groups of 2 or any other grouping as you wish. Students have to group their stars in two different ways using two different colors. Students will discuss and compare how they grouped their stars with their table.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension**  **You can use the Stars in One Minute activity and ask the students to group their stars in other ways.** | | | **Intervention**  **Instead of drawing stars, give the students a collection of objects and ask them to group them accordingly.** | | | **Language Development**  **Working with a partner, students can group sets of objects and skip count them.** |
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| **Assessment(s):**  Teacher will use the task 1 assessment provided. | | | | | | |
| **Teacher Reflection:** (Next steps?)  This is for after the lesson has been completed. Teachers will need to decide on what went right/wrong and complete this here. | | | | | | |